

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Dictionary and thesaurus work	Instructions	Instructions	Instructions	Settings	Settings	Poetry
Mathematics	Place value	Place value	Place value	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction	Addition and Subtraction
Science Living things and habitats	Grouping living things. Recognise that living things can be grouped in a variety of ways	Classifying Vertebrates Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Invertebrate Hunt Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Classification Keys Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Local Habitat Survey Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	Environmental changes Recognise that environments can change and that this can sometimes pose dangers to living things	Assessment
Computing	Scratch design write and debug programs that accomplish specific goals.	Scratch design write and debug programs that accomplish specific goals.	Scratch solve problems by decomposing them in smaller parts	Scratch solve problems by decomposing them in smaller parts	Scratch use sequence, selection and repetition in programs use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Staying safe online Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Staying safe online Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact
Geography							

<p>History Stone Age</p>	<p>To arrange events from the past in chronological order. Develop increasingly secure chronological knowledge and understanding of history, local, British and world</p>	<p>Who were the 1st people in Britain? How do we know about the people from the past? The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared</p>	<p>What did people do in the new stone age? Why did people stop using stone as their main tool? Identify some of the results of historical events, situations and changes</p>	<p>Did stone age people believe in God? Describe some of the similarities and differences between different periods, e.g. social, belief, local, individual</p>	<p>Why did people stop using stone to make their tools and weapons? Identify some of the results of historical events, situations and changes</p>	<p>How did the iron age people live? Changes in Britain from the Stone Age to the Iron Age</p>	<p>How did the iron age people live? Changes in Britain from the Stone Age to the Iron Age</p>
<p>Art and Design</p>	<p>Puppets – needle craft Exploring Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p>	<p>Designing Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p>	<p>Making Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Making Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Making Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>	<p>Evaluating Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Improving Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>
<p>P.E.</p>	<p>Rugby and Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Play competitive games, modified</p>	<p>Rugby and Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Play competitive games, modified where</p>	<p>Rugby and Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Play competitive games, modified where</p>	<p>Rugby and Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Play competitive games, modified where appropriate [for example, rugby],</p>	<p>Rugby and Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Play competitive games, modified where appropriate [for example, rugby], and apply basic</p>	<p>Rugby and Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Play competitive games, modified where appropriate [for example, rugby],</p>	<p>Rugby and Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke) Play competitive games, modified where appropriate [for example, rugby],</p>

	where appropriate [for example, rugby], and apply basic principles suitable for attacking and defending	appropriate [for example, rugby], and apply basic principles suitable for attacking and defending	appropriate [for example, rugby], and apply basic principles suitable for attacking and defending	and apply basic principles suitable for attacking and defending	principles suitable for attacking and defending	and apply basic principles suitable for attacking and defending	and apply basic principles suitable for attacking and defending
Languages French	Greetings Listen attentively to spoken language and show understanding by joining in and responding	Greetings Listen attentively to spoken language and show understanding by joining in and responding	Introducing self Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures	Introducing family Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* Speak in sentences, using familiar vocabulary, phrases and basic language structures	Counting 1 to 12 Recognise numbers 1–20	Counting games Recognise numbers 1–20 Sing a song from memory, with clear pronunciation	Assessment
R.E.	Why do Christians call Jesus the light of the world? Who and where?	Main beliefs	Main beliefs	Special places	Holy Book	Symbols and meanings	Symbols and meanings
SMSC New Beginnings	I know something about everyone in my class. I can tell you one special thing about me. I know that I'm valued at school.	I can contribute towards making a class charter. I understand why we need to have different rules in different places.	I know how it feels to do something new and some ways to cope with these feelings.	I know how it feels to be happy, sad, scared or excited and can usually tell if other people are feeling these emotions.	I know some ways to solve a problem.	I know how to make someone feel welcomed and valued at school.	I know that I belong to a community.